Administration of the CRT-Alternate

Test Administrator's Conference

Helena, MT

February 4-5, 2008

Session Presenters

Gail McGregor

University of Montana-
  Missoula

mcgregor@ruralinstitute.umt.edu
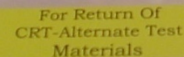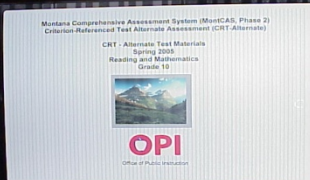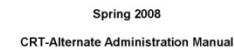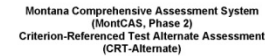
Jake Goldsmith

Measured Progress

Dover, NH

jgoldsmith@measuredprogress.org

Learning a Bit about You....

- What is your role?
- Who has given the CRT-Alt before?
- How much training have you had?

- How confident do you feel about your administration skills?
- What questions do you have coming into this year's administration? (use index cards)

First things first.......

- Materials and logistics
  - What you need
  - When you will have it
  - How you will get it
  - Handling instructions

About the test…

- Test items are aligned with Montana curriculum standards in Math, Reading, and Science.

- Standards have been expanded to encompass skills that lead to the development of grade level standards.

- Standards and Expanded Benchmarks documents are available online at: **http://www.opi.mt.gov/assessment/Phase2.html#AAOver**

Preparing for Test Administration

Information Resources

- Training CD
- Administration Manual
- Download scoring rubric (on Materials CD, websites) if larger copy is helpful
- Experienced colleagues

Pre-Administration Activities

- Review test protocols
- Identify needed materials
- Customize materials as needed
- Review rubric, scoring procedures, and scoring rule

Stepping Through the Test Booklet

Test Booklet: Organization Grades 3, 5, 6, and 7, Reading and Math

End of
Reading
Tasklet 1

Student Name:
School Name:
Teacher/Class Name:
District Name:

Montana Comprehensive Assessment System
(MontCAS, Phase 2)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate

CRT-Alternate Test Booklet
Spring 2008
Reading and Mathematics
Grade 6

OPI
OFFICE OF PUBLIC INSTRUCTION

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORD

CRT-Alternate
Reading and Mathematics Grade 3

Contents

Reading	Pages
Tasklet 1	2–10
Tasklet 2	11–17
Tasklet 3	18–24
Tasklet 4	25–31
Tasklet 5	32–40

Mathematics	
Tasklet 1	43–50
Tasklet 2	51–56
Tasklet 3	57–62
Tasklet 4	63–68
Tasklet 5	69–74

Instructions for Administering the Grade 3 Reading and Mathematics CRT-Alternate

This test measures student skills in two content areas: reading and mathematics. Each content area test c
short activities called tasklets. Students will be tested on a total of twenty-five items per content area, divi
across the five tasklets. Answers for both content areas are recorded in a single Student Response Bookl
administration procedures for the test are described in the CRT-Alternate Administration Manual. The CR
Administration Manual can be found online at www.opi.state.mt.us/assessment/crt.html or www.measured

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS.
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.
MontCAS, CRT-Alternate

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 3, 5, 6 and 7:

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	O
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	O
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	O

Test Implementation	YES
4. The student completed all five tasklets.	O
5. The student completed the evidence template(s), and it is attached to the CRT-Alternate Test Booklet.	O
6. A student barcode label is attached to the evidence template(s)	O
7. The Teacher Recording Sheet for each piece of student evidence is completed.	O
8. A student barcode label is attached to the Teacher recording sheet(s).	O
9. Did you view the teacher training CD provided with the test materials before administering the test?	O
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	O 1 O 2 O 3 O 4

Administration time	Total Time	
11. Set-up/planning time	O ½ hr O 1 hr O 2 hr	O 3 hr O 4 hr O 5 hr or more
12. Time directly administering the tasklets	O ½ hr O 1 hr	O 2 hr O 3 hr or more
13. Test administration sessions	O 1 day O 2 days O 3 days	O 4 days O 5 days O 6 or more days
14. How often did you use the break between the tasklets?	O Always O Sometimes O Never	

Assessment materials used	YES
15. Materials consisted primarily of written text	O
16. Materials were primarily nontext (e.g., pictures/videos, read objects)	O
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4
18. Did you use the materials CD provided in the materials kit?	O
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4

Individualized adaptations used	YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	O
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	O
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	O
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	O
24. Other (please indicate)	O

Test Booklet: Organization Grades 4, 8, and 10

Break if needed.

Student Name:
School Name:
Teacher/Class Name:
District Name:

Montana Comprehensive Assessment System
(MontCAS, Phase 2)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)

CRT-Alternate Test Booklet
Spring 2006
Reading and Mathematics
Grade 4

OPI LOGO HERE

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS.
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.
MontCAS, CRT-Alternate, 2006 Grade 3 Reading and Math Test Booklet

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 4, 8 and 10:

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	O
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	O
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	O

Test Implementation	YES
4. The student completed the test activity.	O
5. The student completed the evidence templates, and they are attached to the CRT-Alternate Test Booklet.	O
6. A student barcode label is attached to the evidence templates.	O
7. The Teacher Recording Sheet for each piece of student evidence is completed.	O
8. A student barcode label is attached to the teacher recording sheets.	O
9. Did you view the teacher training CD provided with the test materials before administering the test?	O
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	O 1 O 2 O 3 O 4

Administration time	Total Time	
11. Set-up/planning time	O ½ hr. O 1 hr. O 2 hr.	O 3 hr. O 4 hr. O 5 hr. or more
12. Time directly administering the assessment	O ½ hr. O 1 hr.	O 2 hr. O 3 hr. or more
13. Test administration sessions	O 1 day O 2 days O 3 days	O 4 days O 5 days O 6 or more days
14. How often did you use the breaks in the assessment?	O Always O Sometimes O Never	

Assessment materials used	YES
15. Materials consisted primarily of written text.	O
16. Materials were primarily nontext (e.g., pictures/videos, read objects).	O
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4
18. Did you use the materials CD provided in the materials kit?	O
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4

Individualized adaptations used	YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	O
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	O
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	O
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	O
24. Other (please indicate):	O

Assessment Format

Material	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials teachers need to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Test Materials

Materials

11.

- Five $5 bills
- Calculator or multiplication tables

Communication support strategies:

- Student can select response from a display of 4 number symbols.

five dollars

ten dollars

twenty dollars

fifteen dollars

Check in Advance for Other Materials Needed

Materials Provided
- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed
- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:	Teacher supplied materials:
- Ball number cards: 2, 3, 4, 5 - Ball number line - Worksheet: ants - Worksheet: children in a line - Bee number cards - Bee card template - Number cards: 4, 5, 6 - Number cards, 1st, 2nd, 3rd	4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:	Teacher supplied materials:
- Circle template - Symbol cards: –, +, x, ÷ - Number cards: 0, 1, 7, 14 - Evidence template: 7 + 0 = - Evidence template teacher recording sheet - Addition sentence: 2 + 4 = 6 4 options of circle template (if needed) - Number line (if needed)	12 counters

Mathematics Tasklet 3

Other Materials Needed:
Reading and Math
Grades 4, 8, and 10

Materials Provided:
- "Who, What, Where" template (p 24 or modified format in materials kit)
- *Seaman's Journal: On the Trail With Lewis and Clark*, by Patricia Reeder Eubank
- Reading passage (modified format in materials kit)
- Time line

Other Materials Needed:
- Student's typically used reading and writing instrument/tool
- Additional biographies in print and nonprint formats (video or DVD required)
- Materials typically used by the student to communicate (e.g., communication device, objects, switches eye gaze board, tactile symbols.)

Reading Grade 4 Materials CD

Your materials kit contains hard copies of each of the items identified in the t able below. The Materials CD contains electronic files in case you need to change the materials to meet the needs of your student.

Activity Materials	Communication Supports
4 Choice Grid (item 5) 4 Choice Grid (Item 12) Sentence Strip Grid (Item 14) Sentence Strip Grid (Item 15) 4 Choice Grid (Item 16) 4 Choice Grid (Item 17) 4 Choice Grid (Item 18) 4 Choice Grid (Item 19) 4 Choice Grid (Item 20) Timeline (Item 21)	Yes/No symbols (various items) Picture Schedule Symbols (Item 2)

There are other materials you will need to locate and organize before you begin to administer the test. They are things that are typically available in a school setting.

Other Activity Materials Needed
3 biographies - print and nonprint formats. ONE MUST BE A VIDEO OR DVD

Strategies Organizing Materials

- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to "hand" materials to test administrator
- Maintain files of materials from year to year
- Others???

Activity Steps Teacher Will:

11. Review how $10 is made up of two $5 bills.

"How many $5 bills are in $25?"

Scaffold: [varies based on use of division or multiplication – modify as needed]

Level 3: *"You can divide 25 by 5 to get the answer."* Repeat question.

Level 2: Allow student to use calculator or multiplication tables to get answer. "*Is the answer four or five?*"

Level 1: Demonstrate or assist student in using calculator or multiplication tables to get answer. *"There are five $5 bills in $25."* Assist student as needed to identify correct response.

- Describes how to prepare for and introduce test item

- Provides script for the questions

- Provides script for scaffolding

- Language may be modified

15

Strategies to Help With the Scripted Implementation

- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with peer who is also administering the test

Student Work/Student Will:

Student Work

Student will:

11. Use division or multiplication to solve equation.

- Identifies the expected student response

Performance Indicators

Performance Indicators

Use Scoring Guide

TRANSFERS SCORES TO STUDENT RESPONSE BOOKLET

7. Identifies a variety of resources.

Performance Indicator:

1.2.1.1

Expanded Benchmark:

1.2.1

- The performance indicator describes the specific skill that is being assessed by a test item.

- A complete list of performance indicators for math and reading are in the Expanded Benchmarks documents described previously.

- Performance indicators for each grade and content are released online every year.

- Scoring rubric.

Scoring

Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)
Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes.
- Except for several introductory items, each item is scored using the rubric above.
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items.

Scaffolding---→Scoring

"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:
Level 3: Remove one incorrect name. Repeat question.
Level 2: Remove another incorrect name. Repeat question.
Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently.
- Proceed through scaffolding sequentially.
- Score response based on level of assistance provided.

Introductory Items

Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
3. Attend to the teacher setting up the activity.	3. Attends to another person demonstrating a procedure. O O 4 0

- Introductory items are scored on a different scale.
- They are often the first few items, but some activities have these types of items in later sections of the test.

Scoring Issues/Suggested Strategies

- Circle score or scaffolding level in test booklet – don't worry about filling in dots!
- Have a second person record score (verbalize or point to scoring rubric to ensure accuracy).
- Others??

Student Evidence

Evidence

Use the Research Project Summary template provided to record the student's name.

- 2 Forms must be completed for these items.
  - Teacher Recording Sheet
  - Evidence Template

Teacher Recording Sheet for Student Evidence

EVIDENCE TEMPLATE TEACHER RECORDING SHEET

Reading Tasklet 1		Item 14	Item 15	Item 17	Item 22
Describe how the student communicated their response.	• Used words to respond .... • Used communication device/display ...... • Pointed to/manipulated task materials ... • Used auditory scanning .... • Used gestures/sign language .... • Other form of communication	☐ .... ☐ .... ☐ .... ☐ .... ☐ .... ☐ _____	☐ .... ☐ .... ☐ .... ☐ .... ☐ .... ☐ _____	☐ .... ☐ .... ☐ .... ☐ .... ☐ .... ☐ _____	☐ .... ☐ .... ☐ .... ☐ .... ☐ .... ☐ _____
Describe student's initial response to the task before scaffolding.	• Correct response .... • No response .... • Incorrect response	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐ ....
If applicable, describe the student's response after level 3 scaffolding.	• Correct response .... • No response .... • Incorrect response	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐ ....
If applicable, describe the student's response after level 2 scaffolding.	• Correct response .... • No response .... • Incorrect response	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐ ....
If applicable, describe the student's response after level 1 scaffolding.	• Correct response .... • No response .... • Incorrect response	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐	☐ .... ☐ .... ☐ ....
If applicable, check the box and describe the student's behavior if the student was not responsive to the task.	Place student barcode label here.	☐ _____	☐ _____	☐ _____	☐ _____

- Record Student's response as the item is administered.
- Fill out for each item that requires student evidence.

Evidence
Use the Research Project Summary template provided to record the student's name.

Evidence Procedures

Research Project Summary Template

- Magnifying glass icon flags items that require evidence.
- Choose documentation method based on the way in which the student responds.
- Record student's final answer on this sheet.

Evidence
Use the Research Project Summary template provided to record the student's name.

Dealing with Student Resistance

- Prevention strategies:
  - Frequent breaks
  - Short test periods
  - Scaffolding to support students when they need assistance

- Active resistance is scored as a "0" for inconclusive.
- If there are 3 consecutive "0" scores, stop the administration of the test.
- Resume test at another time, following the scoring rule procedures for halting on the next slides and in the CRT-Alternate Administration Manual.

Scoring Rule for Tasklets
Reading and Math Grades 3, 5, 6, 7
Science Grades 4, 8, and 10

- When test is resumed at a different time, readminister the final 3 items on which the student scored a "0".

- If the student again scores a "0" on 3 consecutive items, halt test administration.

- If the student scores anything other than a "0", continue testing as before.

- If 3 consecutive "0s" are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet.

27

Scoring Rule for Activities (Tasks)
Reading and Math Grades 4, 8, and 10

- When test is resumed at a different time, readminister the final 3 items on which the student scored a "0".

- If the student again scores a "0" on 3 consecutive items, halt test administration.

- If the student scores anything other than a "0", continue testing as before.

- If 3 consecutive "0s" are scored again, halt test and leave remaining items blank.

28
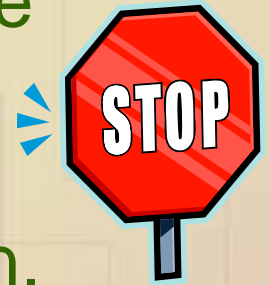
Strategies for Successful Test Administration

CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond.

- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers.
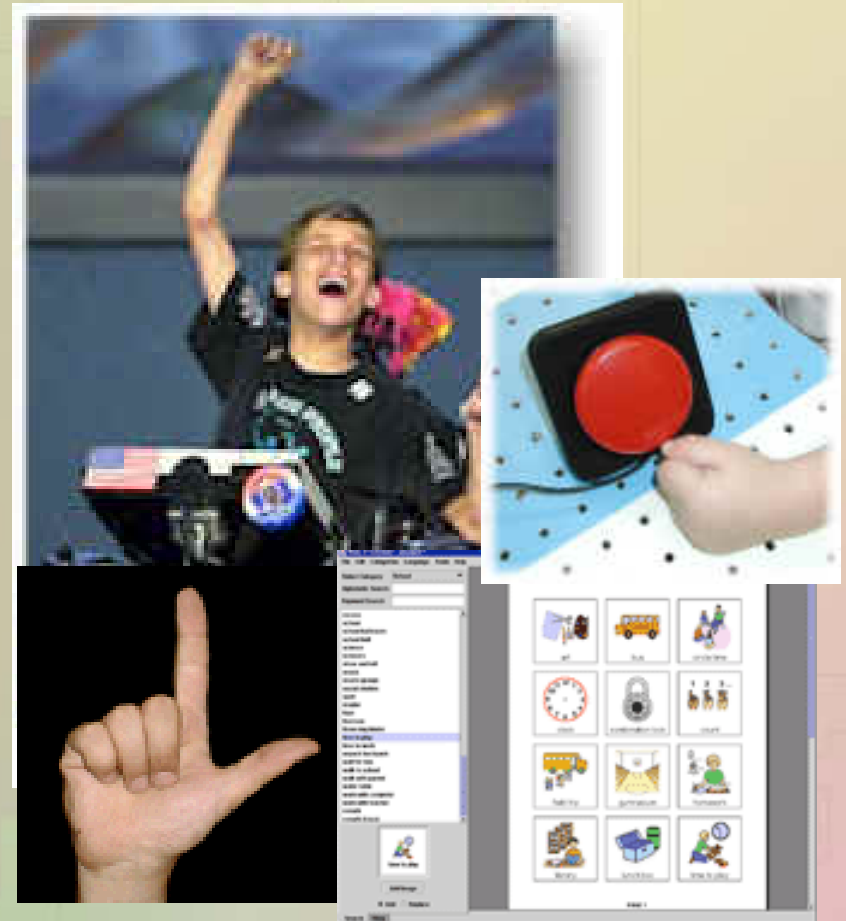
Your analysis encompasses...

- Student's communication skills
  - How student *receives* information
  - How student *expresses* information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

Communication Supports

- What system does the student use to communicate on a daily basis?

- Customize THIS system to the demands of the assessment task.

Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for EACH STEP of the task?

- Create displays that are consistent with student's discrimination, sensory, and motor skills.

Beyond the individual test items...

- Consider messages that might be needed throughout the test.
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test.

Task Demands

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required?
- Response required of student
  - Does student have to "say" something?
  - Does student have to "do" something?

Multiple Choice Questions Represent a Majority of Test Items

4. Display 4 word/picture symbols on the work space.

"Show me the word/ picture/symbol/object that means library." (If library is not available, substitute appropriate term.)

park
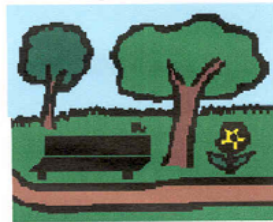
library
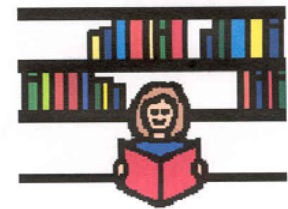
playground
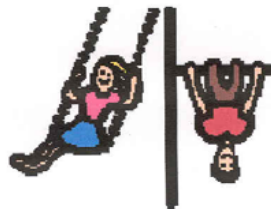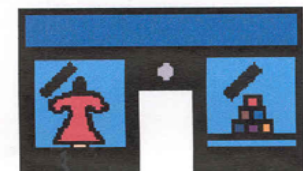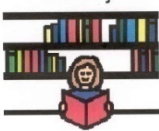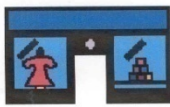
store

Scaffolding Multiple Choice Items

Level 4

**Level 3**

Level 2

Level 1

Your Analysis

- Will student understand visual choices presented?

- If no, adapt the materials
  - Modify display/size of pictures
  - Use objects

Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects
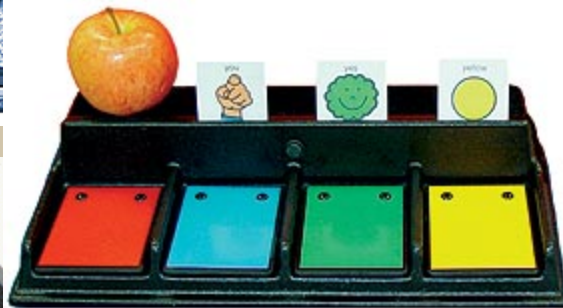
Your Analysis

- Can student make pointing response required of item

- If no, adapt the response required

  – Select display that allows for alternative inputs
  – Teacher presents options in scanning format
  – Adapt question to require yes/no response
  – Present responses in auditory format that student can "stop" with reliable motor response
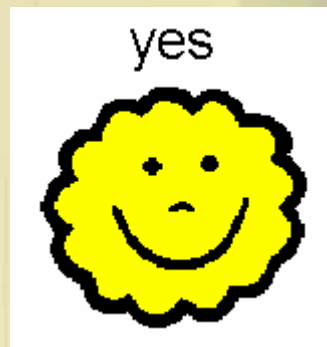
Yes/No Responses

- Shift communication responsibility to the teacher

- *"Let me show you the choices. Is this the library? Is this the library?"*
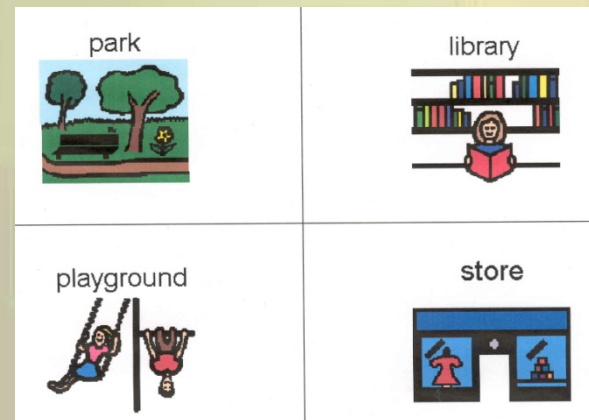
park · library · playground · store

4. Display 4 word/picture symbols on the work space.

"Show me the word/ picture/symbol/object that means library." (If library is not available, substitute appropriate term.)
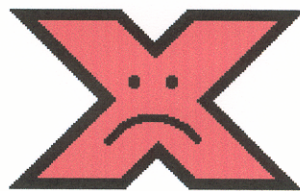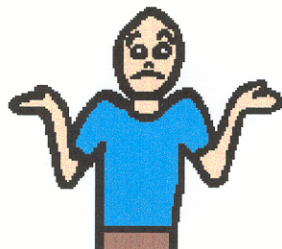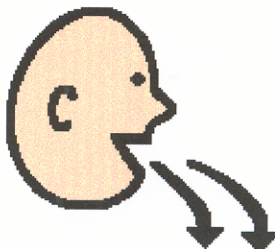
yes · no

Yes/No Question Responses
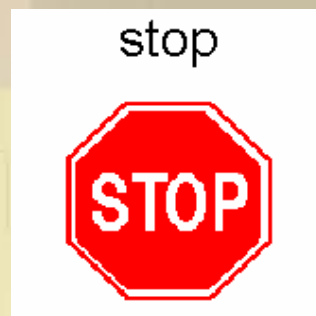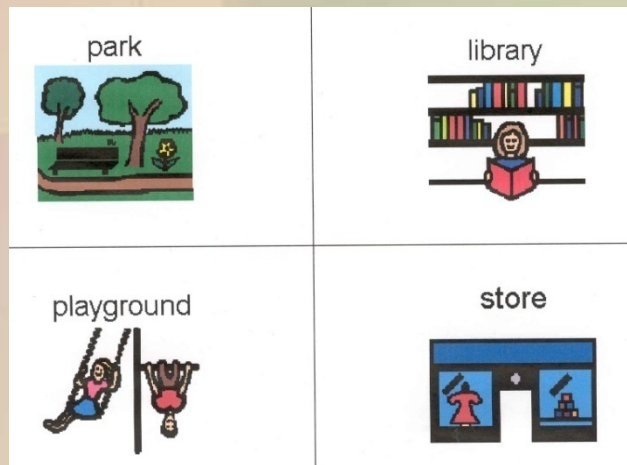

- Use communication supports as needed

Student "Stops" Scanning Display

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

Items Requiring Performance

11. Display literary materials on the work space and encourage the student to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication support strategies:

- Student may look at/ point to task materials to express response OR
- If student is unable to manipulate the task materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*).

Example of Scaffolding a Performance Item

- Level 3 = provide additional information

- Level 2 = model correct response

- Level 3 = guide student through correct response

Scaffold:

Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat task request.

Level 2: Demonstrate the correct way to hold/turn on the material. Give materials to student and repeat task request.

Level 1: Assist student to manipulate materials appropriately, saying *"This is how you use this."*

Open-Ended Questions: Sentence strips provided in materials kit

6. Explain that the students will bake only one kind of cake. To decide which kind, they should talk to 10 classmates to find out what kind they like.

"What would you ask your classmates?"

Communication support strategies:
- Student may select response from a display of 4 sentence strips (1 correct and 3 incorrect questions).
- Question may be rephrased to require "yes" or "no" response (e.g., *"Is this what you would ask?"*).

Scaffolding Open-Ended Questions

- Follow the same approach as used for multiple choice questions
- Sentence strips also used for scaffolding students who aren't verbal

Scaffold:

Level 3: "*Here are some ideas.*" Display and read 3 sentence strips (1 correct/2 incorrect). "*What would you ask?*" Student may repeat or point to correct response.

Level 2: Remove an incorrect response and review the 2 choices. "*What would you ask?*" Student may repeat or point to correct response.

Level 1: Display and read the correct response. Guide student to point to or (if possible) repeat the correct response.

Other Communication Support Strategies for Open Ended Questions

- Present visual display of 4 responses
- Present auditory display of numbers, asking student to "stop" sequence at the correct point
- Can be done with or without simple technology (e.g., sequence switch)

19. Show the 2 boxes and give the student more than 10 counters.

"How many classmates will 2 boxes serve?"

Communication support strategies:
- Student may select response from a display of 4 numbers OR
- Student may select desired response on a number line OR
- Student may stop recorded or spoken sequence of numbers at the correct point.

Test Administration Setting

- Considerations:
  - Minimize distraction
  - Student familiarity
  - What is room usually used for?

Lessons Learned About Training and Preparation

Some final thoughts, based on teacher feedback

Biggest barrier in implementation of test:

|		
Time to prepare 27 (55%)	Difficulty getting materials 9(18%)	
Didn't know password to access materials 18 (37%)	Access to color printer 7 (14%)	
Time 18 (37%)	Accessing online materials 3 (6%)	
Lack of training 15 (31%)	Accessing the internet 3 (6%)	
Time to customize materials for my student(s) 15 (31%)		

Suggestions for better preparation of teachers:

- Actual participation in a mock administration of the test
- Annual training before testing
- Better advertising of when training is available
- Manipulatives/materials easier to access
- Examples, observations to review prior to testing
- Get familiar with test before administering it
- Get info to teachers about test earlier so they have time to prepare
- More time to prepare and find materials
- Go over thoroughly before administration; some directions are vague, and you have to know how you will handle the questions beforehand
- Have materials in a packet so teachers have more time to familiarize themselves with the test

Tips to make this a more positive experience:

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- At this time, I myself, am not very positive about this test
- Better communication and awareness of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Make sure student needs to do his/her best
- Get JUMP newsletter, keep yourself informed, ask lots of questions
- Give yourself time to prepare in advance
- Plan on extra time to prep for classes missed due to testing
- I found the administration of this test confusing yet fun. The student responses surprised me. The test is difficult yet it pushes us to higher levels.
- More assistance and materials needed
- More training and more time to administer
- Organize testing materials and have shorter times with breaks
- Pick & choose the students that take this test
- Prepare the students and introduce them to the materials
- Use 2 people and plan on lots of time to prepare for the test
- Use student weaknesses to facilitate new goals

Did you learn new information about your students?
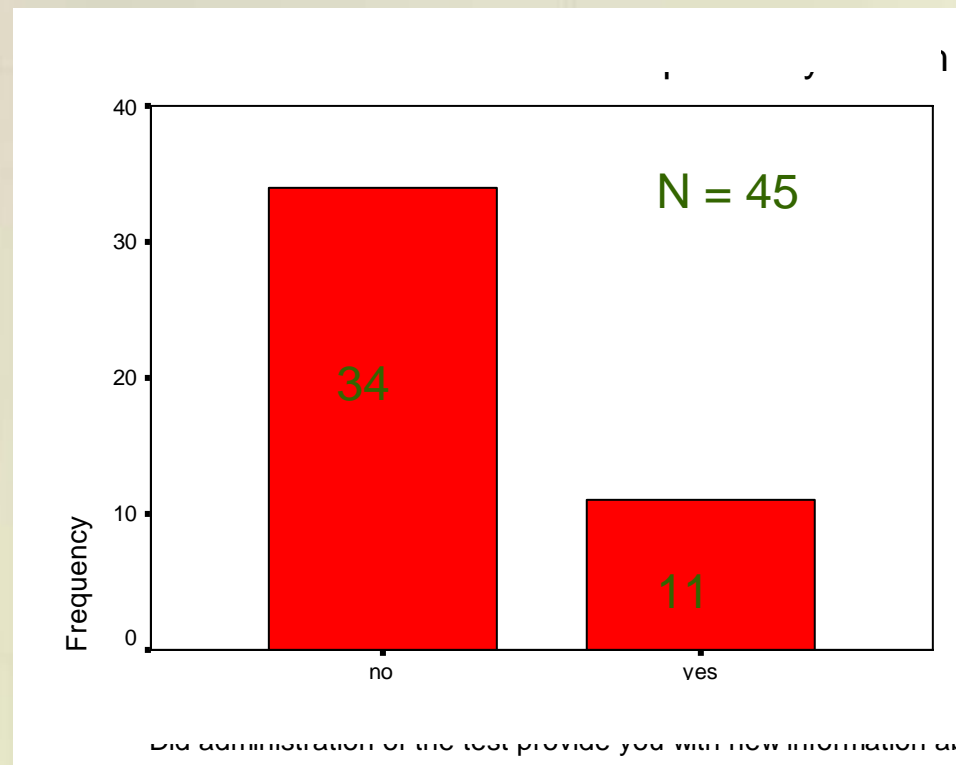
Did the test cause you to rethink instructional priorities?
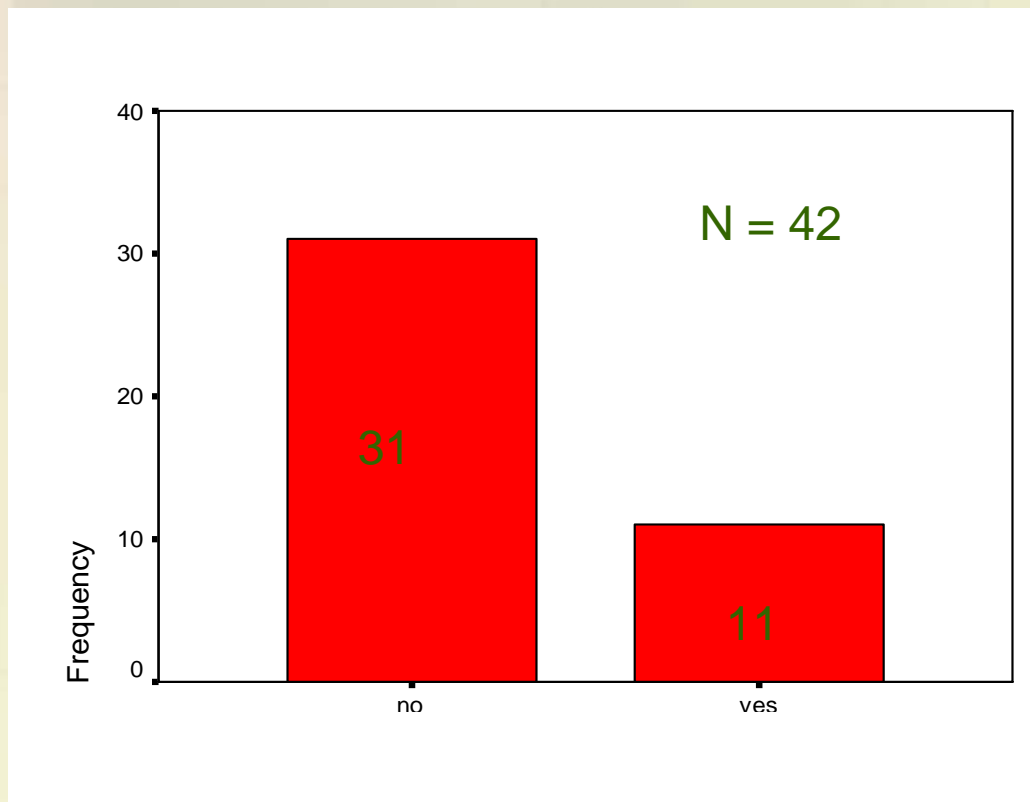
New information learned:

- It did give insight as to how student look at things

- Exceeded my expectations

- I'll know better once I have had an opportunity to review the results

- I found out areas that were lacking

- I found my students were more capable than I thought! I also found out some were weaker.

- I was surprised she understood and named "map".

- It confirmed what I already know.

- The student that I tested does not talk very much. She has a hard time telling us her thoughts. When she was asked to draw on paper what happened in the Lewis & Clark story, I was amazed at how much she knew and how many pictures she drew.